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ABSTRACT

This study investigated faculty perceptions and attitudes toward organizational change in colleges and schools of education with regard to building collaborative partnerships with public school professionals. The purpose of the study was to confirm the existence of and describe the collaboration formation process within the conceptual framework of Professional Development Schools (PDSs). An inquiry-based, qualitative research design was employed. The basic unit of analysis was the College of Education. Seven research institutions were chosen using purposeful sampling. Sixty-two individual interviews were conducted with selected deans, faculty members, teachers, and relevant stakeholders. A prescribed set of open-ended questions was used to conduct the interviews. Specifically, questions focused on the structural, process, and political dimensions of creating collaborative relationships. The results of the study revealed that there is a clearly defined process that is virtually identical across all seven institutions of higher education involved in establishing PDSs. Collaboration as a process appeared to involve several distinguishable phases of development namely: formalization and conceptualization, centralization in terms of who governs what, when, and how; and implementation of a mutually agreed upon event to initiate the collaboration process. Equally important were the issues of administrative support and politics, which were perceived to be influential in the collaboration formation process. (Contains 48 references.) (Author)

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"SCHOOL-UNIVERSITY COLLABORATIONS: AN EXAMINATION OF FACULTY PERCEPTIONS AND ATTITUDES"

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Abstract

This study investigated faculty perceptions / attitudes toward organizational change in colleges and schools of education with regard to building collaborative partnerships with public school professionals. The purpose of the study was to confirm the existence of and describe the collaboration formation process within the conceptual framework of Professional Development Schools (PDSs). An inquiry-based, qualitative research design was employed.

The basic unit of analysis was the College of Education. Seven research institutions were chosen using purposeful sampling. Sixty-two individual interviews were conducted with selected deans, faculty members, teachers, and relevant stakeholders. A prescribed set of open-ended questions were used to conduct the interviews. Specifically, questions focused on the structural, process, and political dimensions of creating collaborative relationships.

The results of the study revealed that there is a clearly defined process that is virtually identical across all seven higher education institutions involved in establishing PDSs. Collaboration as a process appeared to involve several distinguishable phases of development namely: formalization and conceptualization, centralization in terms of who governs what, when, and how; and implementation of a mutually agreed upon event that served to initiate the collaboration process. Equally important were the issues of administrative support and politics, which were perceived to be influential in the collaboration formation process.

Introduction

Today, with all the talk about educational excellence, schools and colleges still live in two separate worlds. Presidents and deans rarely talk to principals and district superintendents. College faculty do not meet with their counterparts in public schools, and curriculum reforms at every level are planned in isolation. It's such a simple point--the need for close collaboration--and yet it is a priority that has been consistently ignored. Universities pretend they can have quality without working with the schools, which are, in fact, the foundation of everything universities do.

Ernest Boyer, (1985, p. 11)

The study of organizational change and the process of building collaborative relationships in a climate of reform is to some extent, a relatively new area of inquiry. This is particularly true for higher education organizations and its subunits which, in the case of this research study are, colleges and schools of education involved in establishing Professional Development Schools (PDS). There is a paucity of literature on organizational change that focuses on the issues salient to restructuring and reshaping the relationship between colleges of education and public schools. Several different models of organizational change are presented, none of which provide direct attention to the process utilized to move education faculty toward building co-equal and stronger linkages with public school professionals. Indeed, there does not appear to be a particular theoretical framework directly applicable to an examination of 'how' such collaborative relationships are developed and the critical elements important to the effectiveness of efforts to establish a PDS.

This study attempted to pull together the common and distinguishing features of several theorists' concepts into a single, conceptual framework representative of the process (i.e. linkage development), and key elements employed in collaborative partnership formation in the context of Professional Development Schools. There are several series of interactive activities which occurred between education faculty and public school professionals. The two groups together are necessary antecedents at each phase of development. The term "phase" is employed due to its frequent usage by various participants in the study when describing the various levels to which their site proceeded.

The ultimate question being asked in this study is: Is there a process to building collaborative partnerships in the establishment of Professional Development Schools? if so, What kind of factors can be identified as elements of the collaboration formation process? and, What are education faculty perceptions/attitudes toward this process? Related questions include: What are the critical elements perceived to enhance effectiveness? In the case of the concept of Professional Development Schools, there is a need to articulate and explicate the features important to the process utilized to move colleges and schools of education from what

is perceived by some, as merely cooperative to more substantive collaborative involvement with public schools.

In the beginning, the attractive ideals of collaboration seemed to be as straight forward as Appley and Winder's (1977) definitional analysis, that such a linkage is a relational system or Intrilligator's (1992) premise that it is when "two or more independent organizations pool their resources." Throughout the data collection effort, it became increasingly clear that the processes involved in translating the ideals of collaboration into clear action among participants proved to be more complex. An in-depth analysis of the literature revealed, that each of the models and/or theories purported to be useful in explaining the change process in education organizations offered specific strands of inquiry considered in the present study.

In addition, related literature supported the use of specific components from selected models including, Baldridge and Deal's (1975) organizational psychology and social-psychology framework and Van de Ven's (1976) social action system theory of interorganizational analysis. All were useful in helping to provide a theoretical framework for analyzing the structural and process dimensions of collaboration. In addition, Baldridge's (1971) analysis of power and influence in higher education institutions provided the foundation for a rationale in the analysis of the influence of politics in building collaborative relationships. Finally, the writings of other organization change theorists including Kagan's (1990) ideas are represented in the descriptive analyses.

The Context and An Issue Within It

All organizations particularly those that are accountable to the public must develop and maintain an acceptable relationship with their environment if they are to survive and prosper. The same is no less true for colleges and schools of education. The process of organizational change in colleges of education has been the topic of considerable debate during the past decade. The poor linkage, a chronic problem between public schools and colleges of education has been one of the primary focal points of such discussions. The public mood toward American schools and their instructional practices is less than positive, to say the least. The generally held perspective, is that colleges of education in their present form have been wholly inadequate in helping to improve the quality of our public schools.

The document entitled "A Nation at Risk" published in the early 1980s inspired a whole range of school reforms one of which called for a closer connection between colleges of education and the public school system. The mounting evidence of poor performance of students enrolled in public schools, low quality teaching, high rates of truancy, drop-outs, crime and violence, has caused a "deep erosion" of confidence in K-12 programs as well as the

preparation of teachers at the college level (The Carnegie Task Force, 1986). The "deep erosion" is magnified further, by reports indicating that American public school graduates fare poorly with their international counterparts particularly in math and science subjects.

The Carnegie Task Force stated, that although there have been demonstrated gains in student performance on standardized test scores, the first wave of contemporary reform did not go far enough. That is, much higher standards were needed for both students and teachers, which would require a change in the operation of public schools and teacher preparation. The report called for a "common cause" between schools of education and the public education system.

But how does an effort to build stronger connections between public schools and universities emerge--get underway? What does such a relationship look like? How does a collaborative relationship between public schools and universities function, grow, and adapt such that teacher preparation and school restructuring are linked? And, finally what tensions are apparent? A review of the literature suggests that all of these are central questions to be considered in the restructuring and reforming of our public education system and the preparation of its teachers.

The broad context in which this study takes place is the Professional Development School site which is usually an elementary, middle, or high school that works with a university. In some school districts, there are PDSs at each level and sometimes more than one school at the same level (e.g. two elementary schools). The specific focus of this investigation is on faculty perceptions toward the process of building collaborative relationships with public school professionals. Specifically, whether their perceptions support the notion that the activities engaged in are, in fact, leading to collaboration.

The definition of a Professional Development School as proffered by The Holmes Group (1990) is a regular elementary, middle, or high school that works in partnership with a university to develop and demonstrate the following:

- fine learning programs for a diverse body of students
- applicable, thought-provoking preparation for novice teachers
- new understandings and professional responsibilities for experienced educators
- research that add to educators' knowledge about how to make schools more productive.

According to The New England Program in Teacher Education (1973), the term collaboration generally refers to development of the model of joint planning, joint implementation, and joint evaluation between individuals or organizations. The intent of this study is to describe what this process looks like.

The conceptual framework of the Professional Development School (PDS) provided the context for the study. Selected deans, faculty members, and other relevant stakeholders were interviewed from a sample of midwest and south central Holmes Group Institutions. These sites were selected from a pool of institutions which have either established or were in the process of establishing PDSs with the goal of creating in some cases, and strengthening in others, lasting, co-equal, collaborative relationships.

For the purposes of this study the site by site analysis of PDSs involved in collaborative process formation sought responses to questions organized around the work of several theorists, (Baldridge and Deal (1975) and Van de Ven's 1973). The components selected focused on what Van de Ven called the structural dimensions which included formalization and centralization activities, and process dimensions which refers to collaboration formation. The third set of questions taken from Baldridge's (1971) work on the nature of politics in higher education organizations focus on the political dimensions for example, issues concerning power and influence.

In addition to the basic research question, others which emerged from this line of thinking included:

1. Who are the key players and administrative participants initiating the collaboration formation process? To what extent are they involved in initiation and maintenance activities?

2. To what extent is the concept of collaboration compatible with actual activities? What type of collaboration formation activities are the participants engaged in?

3. What level(s) of support are important to the collaboration formation process? How has faculty involvement affected the process to establish closer linkage with public school professionals?

4. To what extent can faculty interests be served by participation in collaborative partnerships? Are there potentially controversial issues which need consideration when attempting to build collaborative educational relationships?

5. Are there identifiable factors which can be described and interpreted using the theoretical frameworks developed by Baldridge and Deal, Van de Ven, and Baldridge?

6. What are the common and distinguishing characteristics between seven institutions that are engaged in building collaborative relationships with public schools?

Review of the Literature

Collaboration in Organizations: Proposals for Educational Change

During the past three decades the American public has witnessed various shifts in the agenda for education reform. The 1960s featured curriculum development, the upgrading of teacher education, and the issue of curricular relevance to minority group students. A movement to focus on "the basics" was the agenda of the 1970s with emphasis placed on math and science. In the 1980s, the call for improved teacher quality and preparation emerged as a major issue from all sectors of our society and has been carried into the agenda of the 1990s. The unifying theme running through current reform proposals is the belief that the best strategy for improvement in teacher quality and preparation is through closer linkage between teacher educators and public school teachers.

The value of these two groups coming together to deal with and jointly affect change is without argument. However, the issue remains that there is a historical record of failure in attempts to bring together colleges of education and public schools. Many of the educationists involved in the current "collaborative movement," explained that, past attempts lacked "true" collaboration, in that neither party treated the other as an equal which led to sequential rather than simultaneous reciprocity.

According to Clark (1988), as far back as 100 years ago, the Committee of Ten called attention to many of the same issues that have plagued us for the past three decades. In particular, the issue of building stronger linkage between the university and schools was the purpose which brought the Committee together. Also, during the same period, it is reported that the concept of Laboratory Schools was introduced. Again, with the idea of tying research to practice through the joint participation and control of university and public schools. Both efforts have gone down in history as failures.

Today, given what we know from previous attempts at joint ventures, the issue becomes what should the process be for obtaining consensus on "what" counts for collaboration? To answer this question, Hord's synthesis of research on organizational collaboration presented the following definitions which are considered as possible starting points to the present examination of faculty perceptions and attitudes toward the collaboration formation process.

> *Collaboration -*
> *is the development of the model of joint planning, joint implementation, and joint evaluation between individual or organizations.*
> *(The New England Program In Teacher Ed., 1973)*

Hord's (1986) premise is that basic to the study of organizations and their activities is the study of the individuals who make up the group which is supportive of the methodology employed in the present study which focuses on faculty perceptions. Her review of the research literature on collaboration illuminated the concepts and paradigms of individual,

organizational, and inter organizational behavior. Citing the work of Miller and Rice (1967, p. 14) she contended that individuals are:

> ...joined together in groups, small and large, and they interact in these groups both as individuals and as groups.. an individual cannot exist in isolation, but only in relation to other individuals and groups.

In addition, the work of Appley and Winder (1977) which dealt with the implications of collaborative activities for the world of work proved useful to understanding the relational nature of collaboration as a value system. More specifically, in a relational system, collaboration occurs when: (a) individuals in a group share mutual aspirations and a common conceptual framework; (b) the interactions among individuals are characterized by "justice as fairness"; and (c) these aspirations and conceptualizations are characterized by each individual's consciousness of his/her motives toward the other; by caring or concern for the other; and by commitment to work with the other over time provided that this commitment is a matter of choice" (p. 281).

Fox and Faver (1984) investigated the motivations and costs of collaboration in research and found there to be both advantages and disadvantages. Based on the responses of twenty faculty from the fields of sociology, psychology, economics, and political science, the researchers concluded that, the benefits or motivations of collaboration included opportunities to join resources and divide labor, alleviate academic isolation, and increased interpersonal energy. The costs/disadvantages included, the time expended for negotiation and exchange; mail and telephone expense; copying and travel costs. Outcome costs included, possible delay or loss of the project, problems of evaluation and allocation of credit for the project, and potential loss of quality.

In summary, Fox and Faver (1984) suggested that further research is needed and should examine the potential negative effects of collaboration. Also, the researchers recommend that professional organizations and associations reassess their norms and code of ethics and revise them to facilitate the types of collaborative associations that are in the best interests of both individual scholars and the scholarly enterprise.

The 1970s marked the initial period of investigation for the field of business management in terms of thinking about collaboration as a possible management strategy for change. Specifically, Appley and Winder (1977) presented a comparative analysis of competitive and hierarchical value systems, suggesting that an alternative value system was necessary if American industry is to survive -- they proffered collaboration as a possible alternative.

As an alternative value system, collaboration only can be achieved when there is recognition that the present competitive value system is "inadequate" (Appley & Winder,

1977, p. 281). However certain organizational or environmental factors in operation may hinder acceptance of collaboration as an option. One of the primary factors perceived to bind individuals in organizations to the traditional competitive value system is the concern that there are limited resources. The researchers state that, to change these attitudes, there must be openness to the potential that there are enough resources. However, Gorney (1972) explained that, resistance to collaboration as an alternative value system stemmed from fear.

> Whereas we are conscious of our fear of annihilation, most of us as yet are unconscious of our fear that we may survive... Powerful people among us are so terrorized unconsciously at finding themselves adrift in paradise without a map, without the guiding star of scarcity to tell them what is right or wrong, good or bad, worthwhile or worth nothing that they again unconsciously--would prefer extinction. (p. 8)

A second source of resistance comes from "fear of change itself." Appley and Winder (1977) indicated that to overcome this fear of change and the attachment to the traditional value system, individuals will be required to make an "existential leap of faith" (p. 283).

Concomitant to the issues of consciousness raising and choice in such an alternative value system are, factors which center on caring and commitment believed to underlie collaboration in all social systems. The individuals' behavior indicating movement from their separate existence into the group evolves in relation to "the mutuality of care and concern". Citing the work of researchers, Boszormenyi-Nagy and Spark (1973), Appley and Winder, (1977) described this evolutionary process as moving participants in the change process beyond their own psychology to a commitment to action. Commitment is defined as awareness of mutual entitlement and accountability over time.

In a relational system, the interaction between members is based upon reciprocity, involving the exchange of benefits, (i.e. the giving and accepting of care) and an equity of merit. In this case, merit refers to "a subjectively weighed property, a stored moral surplus regarded as earned by performance or righteous acts and as ensuring future benefits." Unbalance in any relationship is described as the "merit ledger." An example of unbalance is the instance wherein exploitation of one individual by the other occurs. When there is an absence of mutuality, the individual's needs supersede the groups' then we can expect an exploitative interaction to be the result. In a balanced relational system, the issue of exploitation is balanced by the "availability of one caring person to the other." According to these researchers, caring and its concomitant, commitment, become the dynamic counterweights to the exploitative forces within the relational system.

Collaboration in Professional Development Schools

Of the many proposals for reform, the Professional Development school has elicited its own share of substantial attention. The call for stronger linkage between the university and public school--connecting theory to practice--is viewed as an achievable goal through the creation of this new institution referred to as a Professional Development School. A number of member institutions of The Holmes Group have already launched the PDS initiative. Although none of the various forms of PDSs are fully developed, there are selected ones worth mentioning here. The value of the lessons learned, provide a reference from which to examine the results of this study.

Dixon and Ishler (1992) in their examination of the establishment of PDSs with the public schools in South Carolina (USC) found that long-term commitment and widespread faculty involvement proved to challenge the efforts moreso then other factors. "We have learned in our PDS effort that this cooperative relationship, common to most colleges of education...does not alone provide the degree of commitment needed for our PDS program" (p. 29). The researchers stated that the emergence of PDSs as new institutions is viable only if participants grow to better understand the collaboration process with all of its inherent frustrations. In the end, they hoped that specific PDS activities will appeal to more faculty particularly when asked to contribute their "special expertise" as they realize that such work can increase their opportunities for research and publication.

In a similar self-study at the University of Utah (U of U), Winitzky, Stoddart, and O'Keefe (1992) found the goal of collaboration a promising achievement within the context of Professional Development Schools however, they identified "unresolved obstacles" encountered during their own attempts. More specifically, the issue of faculty teaching loads and how to balance assignments with PDS collaboration activities. Accordingly, in their experience with the Utah public schools, U of U faculty discovered that there was a huge commitment of time and energy by participating faculty members which caused friction among non-participating faculty members. In effect, the two groups could not agree upon how to best divide college teaching loads given that time in the schools was much more labor intensive than traditional professorial duties. In addition, PDS faculty were constantly in conflict with their goals aimed at collaboration formation and the need to produce "good" research/scholarship.

Another factor found to be troubling was the issue of inclusion versus coherence. That is, the goal of collaboration involved allowing everyone to voice their opinion and potentially influence the decision-making process. However, these researchers found that, providing everyone with the opportunity to participate could, in fact, detract from the coherence of the PDS efforts. They found it difficult to maintain agreement on program functions and activities yet, to reduce participation in the decision-making would also threaten flexibility.

A final issue raised by Winitzky, et al. (1992) was that of collaboration versus academic freedom. Although The Holmes Group identifies collaboration as critical to the reform process--to force everyone (all faculty) would be an imposition on their academic freedom. They concluded by calling for further investigations aimed at resolving such dilemmas. Specifically, what is needed they stated was, " a vision of what the College of Education should be" (p. 17).

It is still too early to tell if the issues and obstacles identified by Dixon and Ishler (1992) and Winitzky, et al. (1992) are common across all PDS sites or localized. Other researchers like Clift and Say (1988) and Auger and Odell (1992) advocate the use of specific models to achieve collaboration. It is their contention that both groups must be able to identify the benefits that they would receive through participation.

In their review of existing models on collaboration in teacher education, Clift and Say (1988) suggest that a reciprocal model of collaboration in teacher education is the most effective. They examined traditional preservice collaborative models specifically: wherein school districts provided field sites for student teaching; the inservice model characterized by the university providing "one-shot" workshops and/or seminars usually at the behest of the school district; the research model which involved the university and public school professionals working together on a research project for the purpose of informing practice at both levels (i.e. training and K-12); and the alternative model which offers persons who already hold a bachelor's degree the opportunity to earn a teaching license. Accordingly, their findings revealed that each model lacked the essential element of reciprocity. Clift and Say (1988) argued that a reciprocal model of collaboration remedies the shortcomings found in those described above in that it is mutually beneficial to all involved.

Their proposal for a reciprocal model hinged on five major facets of collaboration, all of which are designed to fill the void found to exist in earlier models. The facets are as follows: institutional arrangement "which promotes contact between the university and the school." Curriculum development is the second one. The third facet, interpersonal contacts between faculty members. According to the investigators such contacts can be similar to the inservice model or knowledge production as is in the case in the research model. The fourth facet is the role of knowledge production and dissemination. The last facet focused on the degree to which collaboration is serving the needs of both groups.

Auger and Odell (1992) reported that their use of the "exchange for services" model at the University of New Mexico was very positive--for almost 25 years with "no unique impediments that are not inherent in any collaboration..." (p. 267). Their premise is that, with using an "exchange for services" model as a strategy for collaboration formation there are no funding requirements which is viewed as a major advantage given the austerity of the present economic conditions in colleges of education and public school districts.

In a more recent analysis the researchers described how the use of the "exchange of services model" of collaboration has worked for them throughout the years. Accordingly, there were three programs in which collaboration activities between education faculty and public school professionals have been successfully developed. They are the Teacher/Intern Exchange Program which involved recent education graduates serving as interns/permanent substitutes for the release of a "veteran" teacher to serve as a clinical supervisor of student teachers. The interns receive free tuition for the first year of a M.A. program and are paid a reduced teacher's salary.

The second program wherein the exchange for services model was employed is the Teacher Enhancement Program which offered support for beginning teachers and "renewal opportunities" for career teachers. The most recent and third program is, the Career Development Program which is described as providing opportunities for paraprofessionals to become licensed teachers through a special tuition and course scheduling agreement between the university and public school district. In addition, interns are used to release veteran teachers so that they can "mentor" newly licensed teachers. According to the researchers, evaluations of the collaboration formation process and program outcomes support the continued use of the exchange for services model. The only problem identified was that "career teachers who have worked as clinical supervisors...often experience some difficulty in making the transition back to full-time teaching" (Auger & Odell, 1992, p. 267) .

The history of successful school-university collaboration is "spotty at best," with very little offered in terms of guidance for identifying criteria for comparison. The literature primarily presents case studies (Clift and Say, 1990; Auger and Odell, 1992; Winitzky, Stoddart, and O'Keefe, 1992) as one of the most frequently used approaches. Acknowledging that the case study approach is "interesting and useful," Smith (1992) criticizes that very few studies focus on the initiation and maintenance of the collaborative process. The study of the process of collaboration formation between colleges and schools of education and public schools is, to some extent, a relatively new area of theoretical inquiry. To be sure, the attractive ideals of collaboration seemed to be as "clear-cut" as Appley and Winder's (1971) proposition that such linkage is a relational system. Or, as distinctively obvious as Intrilligator's (1992) premise which suggests that collaboration occurs when several independent organizations pool their resources--human, financial, and the like. However the literature did not provide any evidence of an in-depth study of the collaboration formation process between education faculty and public school professionals particularly within the broad context of education reform. Therefore, it is anticipated that the findings presented in these pages will add new knowledge

to the fields of educational administration and education reform because no such study of this kind has not yet been comprehensively undertaken.

In addition, the results of this study have the potential to reveal specific characteristics which, when present or absent, can affect the likelihood that collaboration will occur and under what circumstances. Such information has the propensity to increase understanding. Recognizing that although schools and colleges often have conflicting goals, building collaborative relationships in the preparation and development of educators requires a special effort by university and school-based participants to find common ground and determine the best in professional practice. Such information would be of use to education administrators who are often entrusted with the responsibility of bringing about organizational change. A case by case analysis of the institutions participating in this research study sought to address the basic research question.

Methodology

The conceptual framework developed for the study provided a basis for identification of the dimensional elements. An inquiry-based approach to the research design proved to be the most appropriate strategy to use. In contrast, a quantitative approach seemed less appropriate, in that efforts aimed at seeking broad generalizability from statistical inference would prove to be extremely difficult since mere identification of the component parts had not been accomplished. Philosophically, qualitative methods focus on the importance of understanding the meanings of individuals' behavior and the context in which it occurs. Thus, the efforts in this study sought to first, determine the presence of certain elements in the process and people's perceptions about them, which led to a qualitative approach to the research design.

The basic unit of analysis is the College or School of Education. The rationale for this selection is as follows: First, the major goal of the research study is to identify whether there are consistent aspects to the process of building co-equal, collaborative relationships by various colleges or schools as they engage in activities designed to stimulate interdependence.

Another reason centers on the fact that, at the outset of this research study, the specific phases and related properties of each were unknown. This made it impossible to focus on a narrowly defined set of criteria for comparative analysis of the entire Holmes Group consortium. Identification of the key players who are likely to become involved in this type of change process is a goal of this study. The selection of players to be interviewed was based on the dean's list of faculty members who were active participants in PDS activities.

A third reason, for the use of the College as the smallest unit of analysis provided the opportunity for the researcher to survey the experiences and the perceptions of individuals traditionally thought to be "distant from the reality of the day-to-day activities of the demands placed on teachers who work in public school settings."

In-depth personal interviews were conducted for 62 respondents. The transcribed interview narratives became the primary source of data which would be analyzed. The determination of who to interview was made using a triangulation method. That is, selections were based on and verified from the responses and suggestions of three or more different respondents.

The individuals interviewed for this study were, for the most part, faculty members in a college or school of education whose primary function was academic, administration, or a combination of both. These faculty members also served different roles and functions in the Professional Development School environment. The group of interviewees included persons such as, deans, associate deans, department chairs, assistant professors, associate professors, full professors, PDS directors, and clinical directors. The degree of sampling was limited by the individuals who are actively involved in collaborative relationship formation activities within the context of a PDS. These individuals were perceived to be the most likely representative stakeholders for the issue in question.

Procedures for insuring against bias and error in the study were closely adhered to. The presence of a theoretical framework and conducting structured interview were two ways in which bias was minimized. Also, there were respondents in each of the institutional settings who openly disapproved of the proposed change. Their responses help to facilitate the triangulation method of data verification.

An analysis across all seven institutions was used to increase the generalizability of the findings from within the single site analysis. The goal was to find supportive data that suggests "that the events and processes in one well-described setting are not wholly idiosyncratic" (Miles & Huberman, 1984, p. 151). The use and contrast of multiple sites strengthens the interpretation of the findings and increases the scope of the range of the study and the degrees of freedom. "By comparing sites or cases, one can establish the range of generality" (p. 151) of a given result or explanation. Concurrently, the researcher is able to selectively identify conditions under which a particular finding occurs.

The findings from the cross-case analysis are displayed wherein a summary of the activities and perceptions of all respondents is presented. The strategies employed to derive meaning start at the concrete level and range from counting the actual number of key factors (i.e. identification of what is there), to grouping or clustering (i.e. matching things that seem to go together).

Summary of Findings From The Cross-Case Analysis

Structural Dimensions

Formalization Activities

Exploratory Conversations. In five out of the seven institutions the College or School of Education approached the public school district to initiate discussions on how the two groups might collaborate.

Each institutional initiative included primary stakeholders in the conversations. These formal and informal conversations functioned to help each group identify their respective needs and goals.

There was 100% agreement among the participants that the conversations were critical to building mutual trust and respect.

Planning

During this phase of development representatives from both groups drafted a "general" plan of action for integration of roles and work activities.

Faculty liaisons were selected at three of the seven institutions and were primarily responsible for the coordination of collaboration formation/PDS activities.

Participants organized themselves into subject matter, content area committees or partnerships and study groups which were comprised of representatives from the college and public school site. Their function was to identify curricular and/or instructional needs and work to improve them.

Initial Implementation

The land grant institutions initiated the extended field experience in combination with student teaching as their first collaboration formation activity with public schools.

Initial implementation activities at state system institutions showed more variance and appeared to be characteristically, project oriented (i.e. literacy project, alternative licensing program, etc).

Centralization Activities

Governance. There were two types of governance patterns specifically: At two of the seven institutions, participants organized themselves into a large, representative group which included both faculty and teachers who worked at the PDS sites. This group made decisions concerning all of the PDS sites wherein collaboration was taking place.

Four of the remaining institutions organized governance committees at each PDS site and in two of these cases the schools restructured to move toward "site-based management councils." In the latter cases, decision-making was handled at the building level.

One institution had not yet determined a governance structure.

Process Dimensions

Concept of Collaboration

Excluding one land grant institution, there was 100% agreement among teachers and faculty members of what collaboration is and means in terms of roles and functions.

Collaboration Formation Activities

All seven institutions initiated collaboration by increasing the number of field experience and student teachers and provided teachers with more supervisory responsibility. Three of the seven institutions (land grant and state system) formed subject matter partnerships or instructional blocks that included education faculty and public school professionals working together to reform the curriculum.

The remaining four institutions formed "special projects" aimed at a particular school need (e.g. multicultural education training, literacy, cooperative learning, team teaching, etc.).

Communication

No formal channels of communication were established at any of the institutions as respondents did not desire to create another "bureaucratic layer." Thus, excluding one institution, the PDS participants were in 100% agreement that the flow of communication is "totally participatory."

Political Dimensions

Environmental Support

Administrative support was perceived to be strong at each of the seven institutions. In many cases, the dean, superintendent, and school principal had come together first, to begin dialogue about potential ways the two groups could work together.

Excluding one land grant institution, among the remaining six institutions there was little to no involvement of faculty from departments (i.e. education administration, education psychology) other then teacher education or curriculum and instruction.

Funding arrangements were very inconsistent across the seven institutions. All of the institutions to some extent, relied on external grant opportunities to augment the university's contribution. There was only one institution that reported sharing funding on a co-equal basis with the school district.

Perceived Commitment

Across institutions, the average length of time that the two groups have been working toward a collaborative relationship is 4-5 years. Also, there was 100% agreement among the participants that their involvement was for the "long-haul."

On the average, approximately one-third of the teacher education faculty were involved in collaboration activities with public school professionals.

Education faculty reported that they had weekly contact with their public school counterparts. On the average, faculty members spent 1 to 2 days per week in their assigned PDS site.

Outcome Dimensions

There was 100% agreement among the respondents that their short-term goals had been achieved, to date.

Among teacher participants, there was agreement that working toward collaboration had improved faculty perceptions of their (i.e. teachers) skills and contributions. The teachers "felt more respected" as colleagues.

Across the seven institutions role integration between education faculty and public school professionals was considered to be at "minimal" levels. That is, there was little involvement of teachers delivering instruction to university students except when asked to serve as a guest speaker or lecturer. At three of the institutions, there were occasions when the principal or teacher was invited to "co-teach" a methods course with an education faculty member. Conversely, rarely did education faculty "actually teach" in public school classrooms except in isolated cases to do demonstrations or serve as a substitute teacher.

At the majority of the institutions the decision to strengthen the linkage between the College and public schools was supported by central administration. However, within the college selected faculty members not actively involved in PDS activities, expressed concern that all departments might be expected to work in the public school system despite having different research interests. Also, reportedly, faculty members external to the departments of teacher education and curriculum and instruction, were concerned that a disproportionate amount of funding was being allocated to PDS activities.

Conclusions From The Study

1. In general, a clearly defined process was found to exist when colleges and schools of education attempt to establish Professional Development School sites wherein collaborative relationships formation is a major goal. Selected components of both Van de Ven's social action theory and Baldridge and Deal's political model are present at different points during the process.

2. For a period of time prior to the design of activities key participants engage in an extended dialogue--formally and informally. During this phase of development the two groups explore ideas together, communicate their needs and desires. Although it is quite logical for this type of discussion to begin at the administrative levels it is critical that those individuals (i.e. faculty and public school professionals) expected to carry out plans be included early on in the conversations to support the time commitment and role variance.

3. Planning is the end result of the exploratory phase of development. Following the identification of mutual needs and potential resources, the key participants attempt to formalized the relationship evidenced by the formation of special committees to address specific issues; strategies for goal achievement; and selection of representatives to function in certain roles. Inclusivity also is a critical aspect of the formalization activities. The more inclusive and representative the planning group, the more likely ideas and the flow of ideas from nonparticipants will be considered.

4. Across the seven institutions there was always one particular activity utilized to initiate collaboration between the key participants which usually focused on something that the two groups had a mutual investment in and understanding of--the preparation and professional development of teachers.

5. Governance of PDS-related activities including the collaboration formation process works best when a representative team of major stakeholders are selected to coordinate and manage operations (i.e. scheduling, group assignment, budget, student teacher placements,

selection of coordinating teachers and faculty liaisons, etc.) Inclusion of diverse representation is the strength of this approach.

6. General consensus as to what collaboration means conceptually, and what it is, in reality is necessary to moving the groups from the planning phase to the implementation phase of development. Participants typically speak the same language and understand each other's perspective within the new PDS context which works to facilitate the collaborative process.

7. When respondents were clear and confident about collaborating it seemed to be related to the common language used and the type of activities engaged in throughout each phase of development.

8. The level and type of support is critical. Administrative support is necessary for several reasons: initiating dialogue to garner support at the district and building levels; obtaining funding support; communicating the work's value to the larger college community; and providing leadership and support to the career advancement of faculty participants.

9. The existence or non-existence of a research base is not a clear predictor of whether or not a process occurs during collaboration formation.

10. The process as defined in this study appears to be the same for both land grant and state system institutions.

A Revised Theoretical Framework

Based upon the conclusions of this study, one minor change in the design of the theoretical framework is considered to be necessary. The framework, Dimensions in Formation and Maintenance of Inter organizational Relationships (IR), is an illustration of a process. It is also a portrayal of the various developmental phases, which on the surface appear to be diverse, but also influential--one upon the other.

The study revealed that within the dimension of environmental support the level and type of administrative support is critical to the process of collaboration formation. Administrative support needed to have a place within the hierarchical structure of a school district which was structurally above the presence of any type of environmental support. A more accurate placement is in the structural phase of development as all subsequent activities are dependent upon whether there is the existence of this type of support.

This study showed that a high level of administrative support (i.e. President's Office, Dean's Office) is perceived to potentially influence various phases of development with regard to initiating dialogue to garner support at the district and building levels; obtaining funding support; communicating the work's value to the larger community; and providing leadership and support to the career advancement of faculty participants. It clearly revealed that any

change in the functions and activities of college faculty as well as teachers must be "cleared" with the administrators of their respective organizations.

A revised theoretical framework reflects this change with the addition of administrative support as an element in the Structural Dimensions of the diagram appears in the appendix section (Figure 2).

Suggestions for Future Research Arising from this Study

Evidence of effective collaborative relationships between public schools and Colleges of Education is sporadic at best, with little in the way of criteria for a comparative analysis.

> ...the joining of schools (and school districts) and universities in commonly purposive and mutually beneficial linkages is a virtually untried and therefore, unstudied phenomenon. (Goodlad, 1988, p. 12)

The need for further clarification with regard to expectations of participants, rewards, goals, commitments from each group, funding arrangements, and of procedures cannot be emphasized enough. These critical points of the collaboration formation process often have the potential to pose barriers which threaten the effectiveness of the relationship.

A great deal of additional inquiry and elucidation is necessary. Research is needed to examine the various ways in which organizations choose to conceptualize collaboration, adapt, and maintain their relationship. Following are recommendations for further research:

1. Examine the funding arrangements of collaborative relationships between public schools and colleges of education.
2. Examine how specific indicators impact the relative presence or absence of collaboration(e.g. amount of time expended during varying phases of development; whether discussions led to shared understandings).
3. Examine the issue of faculty load differentials between faculty involved in collaborative activities and those faculty members who remain in traditional higher education roles.
4. Investigate the extent to which PDS governance is compatible with the college's overall organizational behavior--linkage vs. actions.
5. Examination of perceptions of how local contexts affect the collaboration formation process.
6. Examine the perceptions of education faculty members with regard to how well defined the structural and process dimensions must be in order for collaboration to occur.

7. Conduct a quantitative study of faculty perceptions of indicators of successful collaboration with regard to specific criteria.
8. Conduct a quantitative study participants' perceptions of political factors believed to influence specific phases of the collaboration formation process.

Appendix

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Figure 1

Dimensions in Model on Formation and Maintenance of Interorganizational Relationships (IR)

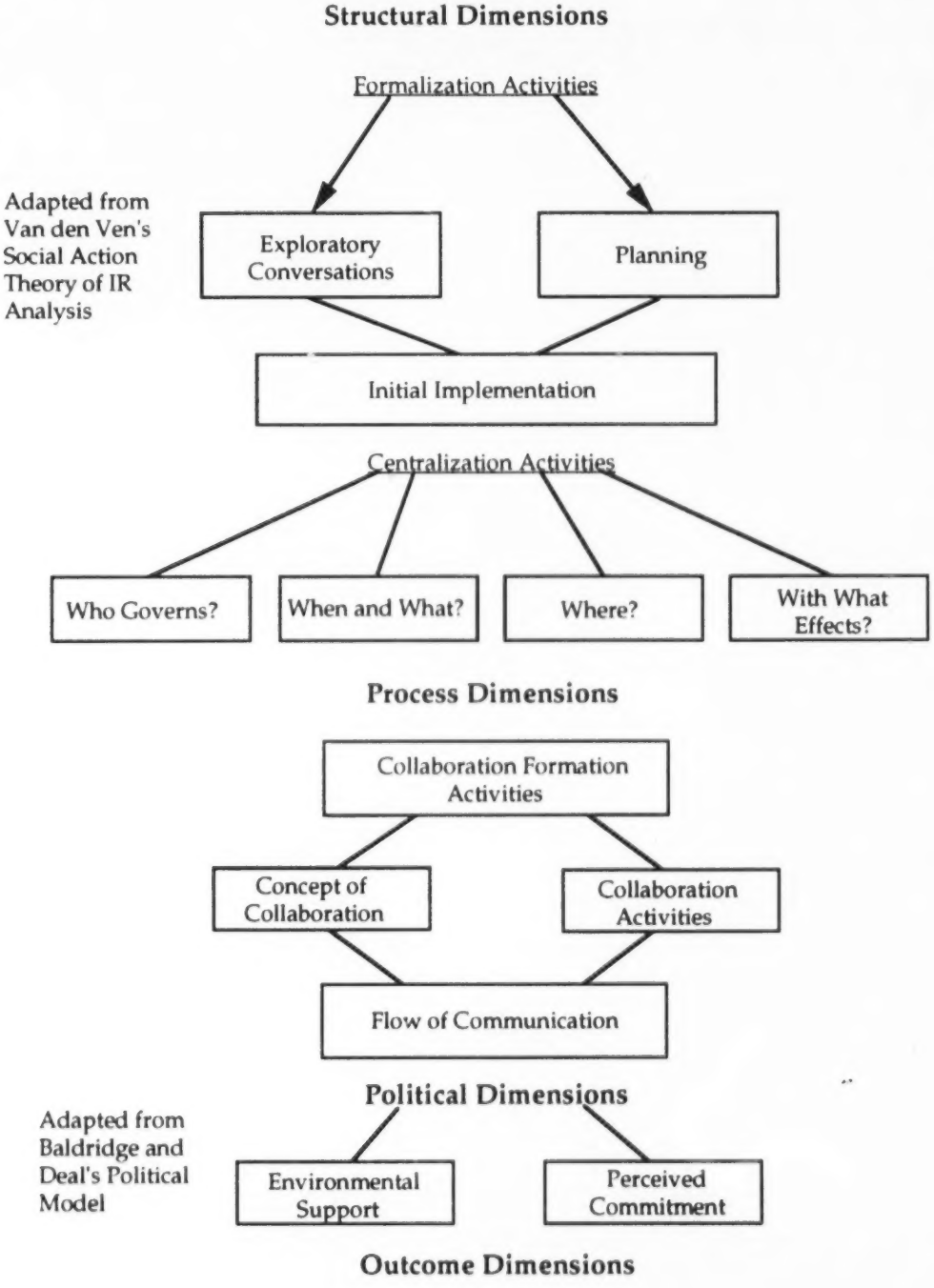
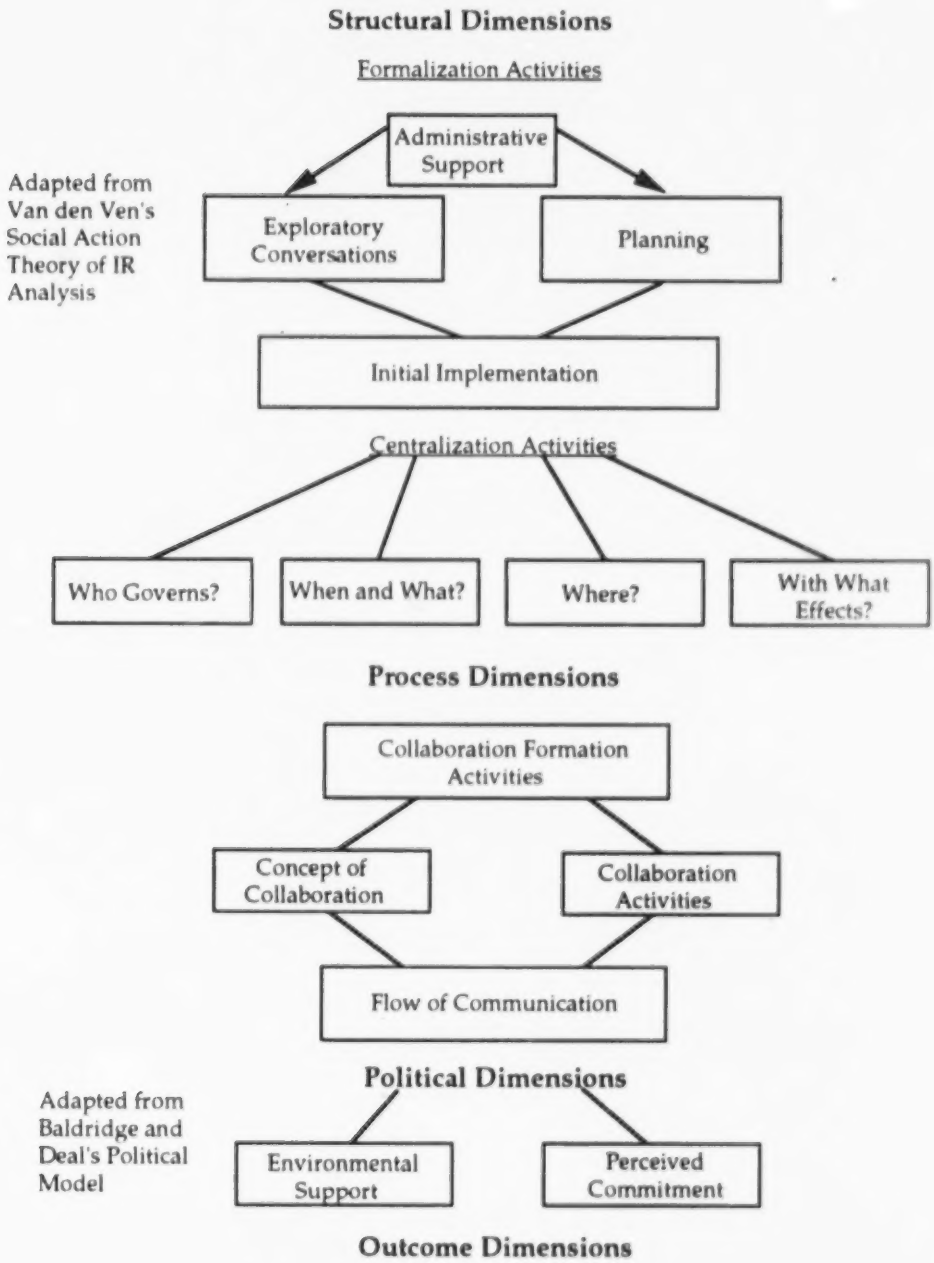


Figure 2

Dimensions in Model on Formation and Maintenance of Interorganizational Relationships (IR)

REVISED



Adapted from Van den Ven's Social Action Theory of IR Analysis

Adapted from Baldridge and Deal's Political Model

Table 3

Initial PDS Planning Team Size, Composition and Length of Planning

Institution	Number of People on Planning Team	Composition of Initial Planning Team	Estimated Length of Time Planning
Model University	U.T.D.	School District Administrators COE Administrators Business Respresentatives Parents State Dept. of Ed. Administrators	6 months - 1 year
University A	41	COE Administrators Principals Education Faculty Teachers	4-6 months
University B	60+	School District Administrators Union Representatives (Teachers) Principals Teachers	5 months
University C	32+	COE Administrators School Dist. Administrators Teachers Education Faculty	2 years
University D	14+	School District Administrators COE Administrators Education Faculty Teachers	1 year
University E		COE Administrators School District Administrators Principals	< 6 months
University F	3-4	School District Administrators University Administrator Education Faculty	3-6 months

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